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ABSTRACT

GRADES OR AGES: Grade 7 and 8. SUBJECT MATTER: Home Economics: foods, clothing, and related areas. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two main sections--food and related areas, and clothing and related areas. Each section is subdivided as follows: introduction, adopted texts and approximate length of units, special information relating to the units, topical outline, seventh grade units, and eighth grade units. The lesson plans are presented in four columns: objectives, learning experiences, generalizations, and teaching materials. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives and activities are listed in the lesson plans. INSTRUCTIONAL MATERIALS: Texts, films and other materials are listed in the lesson plans for each unit. A list of resources is also included. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED050052

HOME ECONOMICS CURRICULUM GUIDE

Tentative Supplement Number Two
Foods, Clothing, and Related Areas

Grades 7 and 8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Recommended by

The Home Economics Representative Committee and completed by a special committee that was approved by the Secondary Principals, the Superintendent of Schools, and the Board of School Trustees

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GARY PUBLIC SCHOOLS
Gary, Indiana

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FOREWORD

Home economics education, with its curriculum and learning experiences centered around the family, makes a unique contribution to family living at the junior high school level.

This section of our curriculum incorporates all the areas of home economics now taught in grades seven and eight in the School City of Gary. Home economics at this level serves an exploratory purpose and attempts to make possible the adaptation of material to various situations in order to prepare young people for more satisfying home lives. The learning experiences suggested for the pupils provide opportunity for practice in group living in a changing world. These changes have altered the role of the homemaker; consequently the content of home economics classes has changed. The emphasis now is on the wise selection of goods and services and the importance of good interpersonal relationships.

Through the use of the objectives, learning experiences, generalizations, and teaching materials which follow in this guide, it is hoped that the teacher will be better able to help pupils adjust in our transitional environment.

Appreciation is extended to the classroom teachers who have participated in the curriculum study program in an effort to strengthen home economics in Gary secondary schools.

Lee R. Gilbert
Superintendent of Schools

P R E F A C E

This guide is the result of a number of the Gary home economics teachers' efforts and is intended to provide guidance for all of the staff members.

Beginning with the junior high school, a departmentalized program of home and family life education is effective. In the seventh and eighth grades, one year of home economics is highly recommended for girls. The classes should consist of pupils with similar needs, thereby promoting the orderly progression of the students.

Junior high school home economics has the responsibility of providing experiences to bring about the acquiring of knowledge, skills, habits, and judgment for present and future use. The six major strands we have woven together to provide the appropriate setting are clothing, foods, child care, grooming, manners, and personality.

Such a program, to be effective, requires careful thought and sufficient emphasis regarding several factors:
First, if such a program is to help build the value of the democratic way of life, then the experience program should be the result of pupil, parent, and teacher thinking, planning, and working together so that all may gain insight into pupil needs and concerns.
Second, it must be of sufficient scope to provide for the wide range of individual differences.
Third, the experiences must provide opportunities for both individuals and groups.
Fourth, the experiences should be enriched by the wise use of the resources that are available in the local community and well-chosen instructional materials.
Fifth, the classroom environment and facilities should not only be adequate and adaptable to various learning situations, but to home life as well.

The recommended learning experiences of this guide are suggestions and are not meant to hamper creativity on the part of the teacher or pupil. However, there is considerable inter-city mobility, so our departments must be in step with each other to meet the needs of the majority of our young people.

TABLE OF CONTENTS

Page

Acknowledgments ii
Foreword iii
Preface iv
Table of Contents v

FOODS AND RELATED AREAS
Introduction to Foods 1
Adopted Texts and Approximate Length of Units 3
Recommended Procedure for Organizing Foods Classes ... 5
Sample of a Lesson Guide 7
Topical Outline (4 Weeks) 7th Grade Foods 9
7TH GRADE UNITS
Food For Health 10
Better Breakfasts 12
Helping To Care For Young Children 18
8TH GRADE UNITS
Nutritional Needs of the Teen-Ager 22
Brunches, Luncheons, and Snacks 24
Let's Entertain 28

CLOTHING AND RELATED AREAS
Introduction to Clothing 31
Adopted Texts and Approximate Length of Units 33
Clothing Buying Guide 35
Letter To Parents 37
Topical Outline (4 Weeks) 7th Grade Clothing 39
7TH GRADE UNITS
Improving My Personal Appearance 40
Learning To Sew 52
Making and Keeping Friends 58
8TH GRADE UNITS
Developing Personal and Social Awareness ... 62
Making and Repairing My Clothes 64

RESOURCES 70

INTRODUCTION TO FOODS

At this age level the approach to nutrition is best made through showing the close relationship of diet to appearance, personality, and health. Pupils should have opportunities to evaluate their own habits of food selection and to plan for needed improvements. Nutrition is most effectively taught when it is an integral part of every foods experience they have.

Teen-agers often skip breakfast for two reasons: late rising and dieting; consequently it is recommended that an interesting variety of breakfasts be prepared in the seventh grade. A number of holiday activities need to be sprinkled throughout the semester to incorporate learnings related to manners. Also, a few experiences should be provided for family luncheons to prepare the pupils for eighth- or ninth-grade home economics. Interest in young children is high at this age, so it seems advisable to promote their knowledge and understanding of children enabling them to assist in their present homes and as a baby sitter for the neighbors.

Second semester foods should emphasize the continuation of the development of skills in meal preparation. A variety of luncheons are prepared and they should provide experiences with problems similar to the community families. Pupils also need projects which will allow them to have increased responsibility for entertaining. Snacks, brunch or luncheon menus can be correlated with social functions very successfully.

Home economics food budgets are limited; therefore the foods prepared and served in the classroom are planned in smaller than family amounts.

The teen-agers need to be aware of the potential of the foods class as a laboratory of learning. Through careful planning a great number of their needs can be realized; consequently their learning can be enhanced and many desires satisfied.

Adopted Texts and Approximate Length of Units

FOODS AND RELATED AREAS

7th Grade

Food For Health	3 weeks
Better Breakfasts	12 weeks
Helping To Care For Young Children	3 weeks

Basic Text, Greer & Gibbs, You and Your Home,
Allyn & Bacon, Inc.,1960

8th Grade

Nutritional Needs of the Teen-Ager	1 week
Brunches, Luncheons, and Snacks	15 weeks
Let's Entertain	2 weeks

Basic Text, Jones & Burnham, Junior Homemaking,
J. B. Lippincott, 1958

Recommended Procedures for Organizing Foods Classes

1. Organize classes into family groups by sociogram, election, or teacher observation.

2. A family should consist of four girls in order that each girl may achieve the desired experience and skills.

3. The class should discuss basic learnings and cooperatively plan for objectives and activities of the unit. Each girl participates in setting up the group, in organizing the plan of work, and in developing work sheets.

4. Use the choice-making technique whenever possible. This method means the teacher develops two plans, projects, or activities, and the families or class make selections. They should be similar if both plans are aimed toward the same objective.

5. Suggested plan of work for the week is:

   Monday - Problems and questions on objectives. Discussion and sharing of ideas. Use filmstrips, etc.

   Tuesday - Teacher demonstrates new learnings and families plan work sheet. Might do some advance preparation if necessary.

   Wednesday - Head cook and assistant cook prepare the two major products. The two helpers set table, do advance preparation for Thursday and evaluate.

   Thursday - Head cook and assistant cook exchange places with two helpers today. The menus for the two days need to be similar.

   Friday - Continuous evaluation is done during the week; however, some pencil and paper device should be used every week or so. It may be desirable to clean up, share home experiences, or procede to new unit.

SAMPLE OF A LESSON GUIDE

Lesson: Coffee Cake
Milk

Reference: Greer, Gibbs, You And Your Home, Allyn & Bacon, 1962 p.84

New Learnings

Mixing principles
Baking principles
Purpose of ingredients
Other kinds of milk

Repeat Learnings

Using the oven
Using dried milk
Nutrients
Use of small equipment

Guide Questions:

1. What will happen if baking powder or eggs are omitted from the recipe?
2. Be able to describe what happens if you overmix the batter or overbake the batter or forget the salt.
3. Most ovens need to preheat ____ minutes before they have reached the dialed temperature.
4. Find out the kinds of flour your family uses.
5. Name the kinds of mixes your family purchases.
6. How can one test the doneness of flour baked products?
7. List any failures you may have had in home baking. What might have happened?
8. Dried milk is different from whole milk. Be able to discuss.
9. List the main nutrients found in the food to be used in this meal.
10. Draw the proper table setting for this meal.
11. Complete the school menu to meet the family needs.
12. List words which were new to you in your reading.

FOODS LESSONS NEED TO INCLUDE

Food Preparation Experiences:

1. Teach foods on a meal basis.
2. Prepare two or more foods whenever possible.
3. Include, as related to the laboratory, a class discussion of
   - adapting food to family needs
   - cost, buying, and storing of foods
   - managing time and energy
   - nutritive value
   - principles of preparing food and safety
   - proper service and social graces
   - safe practices
4. Teach new words related to the lesson and
5. Provide for continuous evaluation based on the needs of the pupils.

TOPICAL OUTLINE (4 Weeks) 7TH GRADE FOODS

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(1st Week) UNDERSTANDING A BALANCED DIET INTEREST IN PREPARING FOODS	Enthusiastic introduction to foods Plan for needs Demonstrate cinnamon toast	Discuss kitchen procedures and policies Exploratory activity in the kitchens	Organize unit kitchens Discuss laboratory planning	Make master mix Discuss the Go, Grow, and Glow Foods	Prepare cookies from master mix - serve Evaluate
(2nd Week) ABILITY TO USE SMALL AND LARGE EQUIPMENT DISCUSS AND DEMONSTRATE USE	Demonstrate coffee cake from master mix Show technique differences - beating, stirring, etc.	Plan for laboratory lesson Discuss and demonstrate the use of mixette	Laboratory lesson - Coffee Cake Milk	Serving & Evaluation of cooking experiences Discuss cookery terms	Review Quizz
(3rd Week) ABILITY TO USE SIMPLE RECIPES (SEE GUIDE QUESTIONS) ABILITY TO PREPARE A QUICK BREAD	Demonstrate measuring Discussion of quick bread recipes	Demonstrate plain muffins Demonstrate use of oven	Prepare Plain Muffins Milk Drink Two set table and clean up Two girls act as cooks	Prepare Variety of Muffins	Evaluation Review
(4th Week) UNDERSTANDING OF BREAKFAST AND TABLE SETTING	Guide questions Show pictures of good and poor table settings	Demonstrate correct table setting for breakfast	Select a theme for breakfast Discuss colors Make or decorate placemats	Breakfast Lesson - Dried Fruit Hot Biscuit Cocoa	Art activity illustrating table setting Make centerpieces

7TH GRADE
FOODS

Food For Health

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of a well-balanced diet	Discuss factors affecting food needs and utilization in relation to activity and period of special needs.
To stimulate an interest in preparing foods	Prepare a light breakfast of - Hot Cocoa or Milk Drink Cinnamon Toast Fruit Pancakes Discuss the Go, Grow, and Glow Foods. Make a food chart using vitamins and other nutrients.
To learn the names and uses of small and large equipment	Demonstrate the operation of lighting an oven, opening and use of refrigerator and freezer, use of hand mixette and large mixer use of thermostat with electric skillet or saucepan. Make master mix using small equipment. Laboratory lesson - Cookies (from Master Mix) and Punch
To develop the know-how of following directions in a simple recipe	Teacher demonstrate mixing of coffee cake from master mix. Note differences in procedure as stirring, beating, etc. List and define cooking vocabulary. Discuss costs, compute the cost of foods prepared in the class. Display all measuring devices. Paste unfamiliar recipes on 3x5 cards to be read and interpreted by students. Display all small equipment. Laboratory lesson - Coffee Cake Milk

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
A well-balanced diet will help us go, grow, and glow. An adequate breakfast is a contribution to good health. Breakfast should supply about one-fourth of the total daily food needs for the body.	Supplementary Text Harris & Withers, Your Foods Book, Heath White, You and Your Food, Prentice-Hall Other Materials Toast Talk, American Institute of Baking Golden Ideas with Libby's Pineapple, Libby McNeil Teen Time Cooking, Carnation Right Eating Keeps You Swingin', Carnation Films How Vitamins Help Man McGraw-Hill
Knowing the equipment to use for a specific job is of vital importance. Learning correct methods of operations for large equipment is necessary for good results in food preparation.	Supplementary Text White, You and Your Food, Prentice-Hall Other Materials Films
Recipes have been tested. We don't have to do so. Knowledge of cookery terms helps us to follow directions in a recipe. Accurate measurement results in a better product and prevents waste.	Supplementary Text Clayton, Young Living, Bennett McDermott & Nicholas, Homemaking for Teenagers, Bennett Book I Other Materials So You Are Ready to Cook, Mary Duffie, Burgess Films Cookery Terms, Young America Films Cooking and Measuring, Young America Films

7TH GRADE
FOODS

Better Breakfasts

OBJECTIVES	LEARNING EXPERIENCES
To acquire the art of table setting	Bring pictures from magazines of table settings and decorations for class evaluation. Identify good and poor table arrangements from illustrative materials. Collect pictures of food served attractively. Discuss the reasons why they are attractive. Discuss family situations influencing types of table settings used. Experiment with table settings and decorating for a variety of occasions. Demonstrate and practice good table settings. Laboratory lesson - Family Service Buffet Service Dried Fruit Pancakes & Syrup Hot Muffin Milk Beverage
To develop good eating habits and manners	Prepare a worksheet for students to do research on good manners. Demonstrate use of flat silverware. Discuss and role play sitting down at the table. Suggest table conversation topics. Discuss and role play the role of a guest. (This may be planned around a mock meal.) Culminate by preparing a breakfast, serving and using social graces taught. Invite a guest. Suggested menu: Fresh Fruit Cup Broiled Bacon Hot Muffin Jelly Discuss how to purchase fruit. Discuss seasonal buying. Plan some art activity to show good buys in fruit. Laboratory lesson - Fresh Grapefruit Cereal Beverage

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Cleanliness and neatness of table appointments are the background for gracious living. An attractive setting for a table need not be expensive. Table settings should be adapted to the needs of family living.	Supplementary Text Hatcher & Andrews, Adventures in Home Living, Heath Book I Clayton, Young Living, Bennett Other Materials Beautiful Tables, Gorham You and Your Tableware Trousseau, Melmac Films Table Setting, McGraw-Hill Serving Meals Attractively, McGraw-Hill
Good manners are necessary in developing poise. Knowing what to talk about promotes better table conversation. Using flatware correctly helps one to feel more at ease.	Supplementary Text Harris & Withers, Your Foods Book, Heath Allen & Briggs, Mind Your Manners, Lippincott Other Materials Films Table Manners, Young America Films Table Manners, Association Films

7TH GRADE
FOODS

Better Breakfasts

OBJECTIVES	LEARNING EXPERIENCES
To understand the basic principles and methods of food cookery	Define the difference between batters and doughs. Pastry Shells Filled With Fresh Fruits Milk Drop Cookies Beverage Demonstrate the muffin method and pastry method. Discuss quick bread principles. Incorporate via the bulletin board nutrients given to the body. Use food charts and work sheets. Suggested recipes. Sausage Roll-Ups Broiled Peaches Milk Filled Baked Doughnuts Soft-Cooked Eggs Hot Cocoa Discuss buying and storage of eggs. Demonstrate methods of egg cookery. Boiled or Baked Custard Milk Egg Salad Crackers Milk
To develop ability to plan and prepare light meals	Use food models and let pupils practice planning a complete meal. Plan a brunch to be prepared by time schedule and evaluated. Scrambled Eggs Blueberry Muffins Milk Fluff Discuss time management in the kitchen. Find recipes that are quickies to use for experimentation. Collect all necessary equipment on a tray. Display a "Big Ben" clock so ticking will make girls time conscious. Set up time schedule on chalk board. Divide the class into two groups. Have them prepare a competitive breakfast to be served to each other. Invite a guest. Suggested menu - Broiled Bacon Fruit Pinwheel Biscuits Beverage

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Use of correct principles and methods develops better food products. Eggs should be cooked at a low temperature.	Supplementary Text Clayton, Young Living, Bennett Other Materials How to Cook Eggs, Poultry & Egg Board Breakfast Special, Martha Logan Films How to Prepare Muffins, How to Make Biscuits, Betty Crocker
Good planning saves time and energy. All foods in a complete meal must be ready to serve at approximately the same time.	Supplementary Text Home Meal Planner, General Foods Other Materials Turn to Sandwiches, Kansas Wheat Commission How To Make Quick Bread, Jane Ashley Cornstarch Cookery, Jane Ashley Films

7TH GRADE
FOODS

Better Breakfasts

OBJECTIVES	LEARNING EXPERIENCES
To plan simple entertainment	Let each group plan an entertainment for some time during the school year. Plan for - invitations decorations preparation serving clean-up Birthday Cake and Punch Methods of cookery 1. One bowl 2. Packaged mix

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Entertainment must be well planned to be effective. Creativity promotes effective entertainment.	Supplementary Text Hatcher & Andrews, Adventures in Home Living, Heath Book I Other Materials Seventeen Magazine Goodies For Fun Parties, Owens-Illinois Betty Crocker's Party Calendar, General Mills Films

7TH GRADE
FOODS

Helping To Care For Young Children

OBJECTIVES	LEARNING EXPERIENCES
To create an understanding of how children grow and develop	Observe children playing in a group. Look for emotional and physical development. Choose some small child to observe for a week. Make anecdotal notes of his behavior. Use the above notes as a springboard for discussion of growth and development. Discuss what toys and games have to do with the development of a child. Choose an imaginary toy or game for a child and discuss the purpose of each.
To help students understand how children develop physical habits and attitudes.	Discuss: Does a child have inborn habits or does he acquire them? Show picture illustrations of babies performing various things. (These may be the students.) Perhaps a parent may bring in a small baby for observation in different situations.
To develop some skills in giving younger children the kind of care and guidance that promotes wholesome growth and development	Discuss setting an example for young children. Students may observe some first-grade children. Discuss habits that may be formed early in life. List some good and poor habits of children. Discuss the influence an older brother or sister may have on a young child. Dramatize how we may show children we like them. Plan a party for a first-grade class--games, toys, decorations. Practice a story-telling time.

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Children develop at their own rate of speed. Each child is an individual and should be treated as one.	Supplementary Text Shuey, Woods, and Young, Learning About Children, Lippincott Other Materials Your Child From One To Six, U.S. Dept. of Health, Education, and Welfare Infant Care, U.S. Dept. of Health, Education, and Welfare Films Selecting Children's Toys, McGraw-Hill Feeding the Baby, McGraw-Hill
Self help in eating, dressing, etc., grows as the child grows. Setting an example is very important.	Supplementary Text Shuey, Woods, and Young, Learning About Children, Lippincott Other Materials Your Child From 6 To 12, U.S. Dept. of Health, Education, and Welfare Parents Magazine Films Keeping Children Happy, McGraw-Hill
Young children benefit from care and guidance. Correct care of young children promotes wholesome growth and development.	Supplementary Text Hurlock, Child Growth and Development, McGraw-Hill Other Materials Guide Posts To Wise Discipline and Guidance and Control of Young Children Home Economics Extension, Purdue U Films Child Care and Development, Indiana State Board of Health

7TH GRADE
FOODS

Helping To Care For Young Children

OBJECTIVES	LEARNING EXPERIENCES
To help pupils understand how discipline affects the way a child acts	Discuss the purpose of discipline. List some practical rules of discipline. Observe children. Discuss some situations that show children are developing self-discipline. Discuss why children resent punishment. List and discuss common problems which occur when caring for children.
Understanding of learnings and the ability to transfer and put to use when baby sitting	Make a baby sitting bag of tricks to take when baby sitting. List responsibilities of a baby sitter.

7TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Discipline is a kind of teaching that helps children know right from wrong and do the right thing.	Supplementary Text McDermott & Nicholas, Homemaking For Teenagers, Bennett Book I Other Materials Reynolds, Martha, Children From Seed To Sapling, McGraw-Hill Films Helping The Child To Face The Don'ts Principles of Development Free Indiana State Board of Health

8TH GRADE
FOODS

Nutritional Needs of the Teen-Ager

OBJECTIVES	LEARNING EXPERIENCES
Understanding the importance of desirable nutritional habits	Each pupil should evaluate his own diet in terms of his bodily needs. For one day plan meals which do not meet the average daily requirements. Exchange papers; determine the missing foods; correct the menus; and figure the calories. Select a menu served in the school lunch and plan two meals to complete the daily nutritive needs of the pupils. Gather cartons, advertisements, and newspaper articles related to food habits or nutrition. Collect and analyze statements of food beliefs, fads, fallacies, such as "Toasted bread doesn't have calories." Explore and learn nutrition terms, such as diet, adequate, or malnutrition. Prepare a variety of snacks to show how calories can differ. Vegetable Relishes — Open Faced Sandwich Skim Milk — 2% Milk Plain Cookies — Large Sandwich Whole Milk — Milk Shake

8TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Proper diet is important for good health. Nutritional needs vary with age, size, activity, sex, and climate. Underweight or overweight may be due to a lack of balance between the calories consumed and the calories used by the body. The amount of money spent for food is not a reliable criterion for a nutritive diet. Only actual consumption of all the foods in the planned adequate daily diet will help to bring about optimum health. Snacks wisely chosen can contribute to the daily nutritional needs.	Supplementary Texts Barclay and Champion, Teen Guide To Homemaking, McGraw-Hill Other Materials The Girl and Her Figure, and Your Guide To Good Eating National Dairy Council How To Give A Food Demonstration Kellogs Betty Crocker, Quick and Easy Meals, Golden Press, Inc. Films Fundamentals of Diet, E.B.F.

8TH GRADE
FOODS

Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES
Interest in planning simple brunches	Review previous learnings by planning, preparing, and serving an unusual brunch. If necessary, review measurements, reading recipes, work plans, and use of equipment. Fruit Cup Pancakes Whipped Butter Syrup Hot Chocolate or Apple Sauce Scrambled Eggs Coffee Cake Butter Milk Demonstrate, review, and practice approved table setting, manners, and use of silverware.
Ability to manage more effectively the practices in planning, preparing, and serving family meals	Plan interest-catching bulletin boards showing attractive meals or pleasing combinations of food. For class analysis, illustrate simple meals using a flannel board, food models, charts, or pictures. Plan and prepare two-dish luncheons using our guides (sample in Teachers Share Homemaking Materials). Base menus on the Basic Four group. Milk Group Cream of Potato Soup Salad or Bread or Creamed Tuna On Baked Potato Relish Vegetable and Fruit Salad Plate Finger Sandwich or Vegetable Plate Beverage Bread & Cereal Group Macaroni & Cheese Green Vegetable or Spanish Rice Green Salad Meat Group Hearty Sandwich Salad Dessert or Meat Loaf Vegetable Salad Dessert

8TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Learning to like a greater variety of foods makes eating more interesting. Learning contribution of food to the achievement of optimum health is important. Breakfast is an important contribution to healthy living.	Supplementary Text Barclay & Champion, Teen Guide To Homemaking, McGraw-Hill Other Materials Eat The Basic Four Every Day, Maltex Meal Planning Guide, Pet Milk Films Good Table Manners, Coronet
The appearance of food plays an important role in our interest in eating it. The planning, preparing, and serving family meals can provide satisfying experience. Milk as a beverage or combined with other foods can be used to meet daily requirements. Appearance, quality, and nutritive value of vegetables are conserved by cooking in small amounts of water, just until tender. Cereal and starch products require thorough cooking to bring out full flavor. Cereals absorb large amounts of water during the cooking process. High temperatures cause protein-rich foods to be tough.	Supplementary Text Harris & Withers, Your Foods Book, Heath McDermott & Nicholas, Homemaking For Teenagers, Bennett Book I Other Materials Teaching Foods On The Meal Basis, Bulletin 27, Michigan State Univ. Meal Planning Guide, Pet Milk Films Our Surplus Foods (FS) Current Affairs Film Instant Non Fat Dry Milk (FS) American Dairy Association

8TH GRADE
FOODS

Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES
Ability to manage more effectively the practices in planning, preparing, and serving family meals, <u>continued</u>	The pupils need to study and share learnings related to food buying, costs, principles of cookery and nutrition. Compare buying, cost, and cooking methods of fresh, frozen, and canned green vegetables, such as asparagus or green beans. Plan, study, and prepare food utilizing planned overs and canned goods. Activities may include - Leftover mashed potatoes to broiled potato cakes Leftover beef to a sandwich spread Use leftovers the class may have frozen earlie Canned meat, vegetable, and dessert with packaged bread Discuss and evaluate the use of packaged mixes versus making your own preparation. Pupils can prepare displays, make bulletin board, visit grocery, and demonstrate their uses. Sample projects might be - Potato or Pasta Casserole versus Homemade Package Pizza versus Homemade Dried Soup versus Canned Soup Instant Pudding versus Home Made Experiment with meals on a time basis. Meals which can be prepared in fifteen or twenty minutes: Pigs in Blanket, Buttered Limas & Corn, Cabbage Salad <u>or</u> Broiled Casserole, Peach Salad, Package Pudding

8TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
Time and money can be saved if meals are carefully prepared.	Supplementary Text Harris & Withers, Your Foods Book, Heath McDermott & Nicholas, Homemaking For Teenagers, Bennett Book I
Food value, appearance, and quality of green vegetables are affected by the cooking process.	Other Materials It's On The Label, National Canners Assn. We Can Eat Well For Less, National Dairy Council
Nutritious, tasty, and quick meals can be prepared from canned and left-over food.	
Leftovers can be stored or frozen effectively for future use.	Films Buying Food Wisely, Young America Films Jelly Jewels (FS) Pathescope Productions The Secret of Sauces (FS) The Best Foods
Home prepared mixes usually cost less than commercially packaged ones.	
Packaged and canned goods save time and energy.	
Preparing meals on a carefully planned time schedule saves time.	

8TH GRADE
FOODS

Let's Entertain

OBJECTIVES	LEARNING EXPERIENCES
Acquire ease in social etiquette	Holidays should be recognized by preparing appropriate foods. Plan activities (Halloween, Thanksgiving, Christmas, Easter, birthday, picnic, reception) or parties -- invitations, food, place to be held, decorations, being a good hostess, and setting the table. Make invitations, centerpieces during class time. Make grocery list, prepare food in the laboratory and store properly (use Social Function Guide in Teachers Share Homemaking Materials.) Cooperate with clothing classes and present a style show as a portion of the program. Also tour of the room, give demonstrations and share projects which are of interest to visitors. Invite a favorite teacher, or teachers and mothers, in to be served and use evaluation sheet to be filled out by visitors. Work in buzz-sessions on learning to talk with people.

8TH GRADE
FOODS

GENERALIZATIONS	TEACHING MATERIALS
To be a good hostess we must have a plan, carry out the plan, and make guests comfortable. Entertaining can be inexpensive if we learn to make our own decorations and refreshments. A social activity will be successful if it is carefully planned and carried out.	Supplementary Text Barclay & Champion. Teen Guide To Homemaking, McGraw-Hill Other Materials Organizing a Social Function, Gary Schools An Album of Snacktime Hits. National Dairy Council Party Cook Book, Betty Crocker Films What Makes a Good Party, Coronet Teen Series, (FS) McGraw-Hill Party Planning (FS) Reynolds Wrap

INTRODUCTION TO CLOTHING

The units in the clothing area have been developed in light of the needs, interests, concerns, and responsibilities of the junior-high-school student. At this stage of development, teens are vitally interested in self and the group. Therefore, the emphasis here has been placed upon personal, social, and family relationships.

The units for the seventh grade are: Improving My Appearance, Learning To Sew, and Making and Keeping Friends.

The importance of cleanliness, both in person and in dress, is stressed in the unit Improving My Appearance. It is designed to give direction to the natural instinct girls, at this age, have in their appearance. Practical experiences are provided which give the student opportunity to improve and maintain a pleasing personal appearance.

Being a part of the group and having someone with whom to share common interests is of deep concern to young people. An important criteria in establishing desirable relationships with others is an understanding of oneself. The unit Making and Keeping Friends provides activities to help students understand ways of expressing friendship with the peer group, family members, and other adults.

The creative ability of the teen-ager is developed through the unit Learning To Sew. The sense of achievement derived from a well-made garment increases the student's enthusiasm for and interest in her appearance.

The projects suggested have been organized according to (1) basic learnings and (2) ability levels. The sequence begins with the very simple or easy and gradually progresses to the more difficult.

7TH GRADE PROJECTS

Fringed head scarf or placemats
Pin cushion or potholder
Apron or pop-over blouse
Vest, Accessories (beach bag, dickey, collars)
Skirt (four-gored, gathered, pleated)

The units for the second semester of Clothing (8th Grade) are: Developing Personal and Social Awareness, Making and Repairing My Clothes.

Developing Personal and Social Awareness stresses personality development, so experiences are provided to enable the pupils to evaluate themselves and plan for improvement.

Making and Repairing My Clothes is a continuation of the Learning To Sew unit in the 7th grade. Emphasis is placed upon the development of the basic skills.

8TH GRADE PROJECTS

Tailored blouse (collar & set-in sleeves)
Jumper, shift (waistline seam)
Remodeled garment

The projects recommended take into account the previous learnings and build upon them.

Adopted Texts and Approximate Length of Units

CLOTHING AND RELATED AREAS

7th Grade

Improving My Appearance	2 - 3 weeks
Learning To Sew	12 weeks
Making and Keeping Friends	2 - 3 weeks

Basic Text: Greer & Gibbs, You and Your Home, Allyn & Bacon, Inc., 1960

8th grade

Developing Personal & Social Awareness	3 weeks
Making and Repairing My Clothes	15 weeks

Basic Text: Jones & Burnham, Junior Homemaking, J. B. Lippincott, 1958

CLOTHING BUYING GUIDE

Name _____ Grade _____

Project _____ Pattern Name _____

Suggested Fabric: Cost per Yard: Pattern Number: _____

_____ _____ _____ _____

_____ _____ Pattern Size _____

_____ _____ My Measurements:

Bust _____ Hips _____

Where fabric might be purchased Waist _____

_____

My Figure Type: _____

Guides to buying fabric: Other supplies:

_____ _____

_____ _____

_____ _____

_____

_____

_____

_____

_____

Thread:

Number _____

Color _____

Other instructions:

LETTER TO PARENTS

Dear _____

Your child _____ has been assigned to a clothing class for

the _____ semester of this school year. In order to make this experience worthwhile, it is necessary for each student to have the proper supplies with which to work. The student needs to have them on time and to be able to bring more materials as each project is finished. If this presents a problem for you, won't you please contact the school?

A student's grade is based on the following criteria

1. The ability to interpret and follow instructions
2. The quality of sewing techniques used in constructing the project
3. The ability to follow through and complete a project

We like for a beginning student to make an apron or pop-over blouse for the first project. The next project deperds on the ability of the student. A blouse, simple skirt, brunch coat, shift, or gown are some possibilities

If you have any questions now or at any time during the semester, please feel free to call us. Will you please sign the tear-off below and return this so that the school will know you understand what is expected of a student in class?

Thank you.

_____
Clothing Teacher

_____
School

- - - - - - - - - - - - Tear Off - - - - - - - - - - - - -

_____ and I agree to fulfill our responsibilities with regard to the clothing class to which my child has been assigned.

_____
Signature of Parent

_____
Date

TOPICAL OUTLINE (4 Weeks) 7TH GRADE CLOTHING

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(1st Week) INTEREST IN IMPROVING MY APPEARANCE PERHAPS USE A GENERAL GROOMING FILM	Get acquainted with each other Discuss "What is Home Economics?" Discuss interests Plan needs	Get acquainted with room Plan for house-keeping responsibilities Discuss meaning of being well groomed	Complete questionnaire "What Do You Know About Grooming?" Film on Good Grooming	Discuss health factors related to appearance - diet posture exercise Demonstrate good posture	Display and discuss first project - fabric needed, sewing tools Develop a shopping list, letter to parents, due date
(2nd Week) UNDERSTANDING HOW TO CARE FOR MY HAIR, FACE, TEETH, HANDS, AND FEET UNDERSTANDING HOW TO USE THE SEWING MACHINE	Begin grooming notebook Buzz groups on hair styles for teens Collect pictures of appropriate styles	Invite grooming consultant to talk to class Develop a check list on hair care	Discuss teen-age make-up Qualified person show students the proper use of make-up Discuss care of teeth	Check references on hand care, how to give a manicure Demonstrate manicure and pedicure Demonstrate hand gestures, (good & poor)	Acquaint pupil with the machine by making a pot-holder, head scarf, or pincushion Adjust a skirt hem (Teacher demonstrate to class or small group)
(3rd Week) UNDERSTANDING OF CLOTHING SELECTION AND CARE UNDERSTANDING OF FABRIC PREPARATION AND TERMS	Inventory wardrobe Discuss needs in terms of family budget Discuss wise buymanship (Use blouse from dept. store)	Discuss selection of becoming colors and styles Discuss and demonstrate clothing care- mending pressing storage	Continue sewing machine activity Learn parts Complete machine project (as potholder or head scarf)	Demonstrate how to prepare fabric for sewing Discuss fabric terms Discuss procedure for beginning project	Test: paper and pencil Continue with getting ready to sew
(4th Week) UNDERSTANDING CONSTRUCTION TECHNIQUES APPROPRIATE FOR ABILITY OF STUDENT	Begin construction unit	Continue garment construction	Continue garment construction	Continue garment construction	Continue garment construction

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To understand the meaning and importance of good grooming	Discuss the meaning of the term grooming. Written assignment: The Importance of Good Grooming Use check list, What Do You Know About Grooming, to determine student's basic knowledge of grooming practices. Formulate with class a list of characteristics which would describe a well-groomed person. Provide each student with a mounted picture of an attractive girl. Students list as many outstanding features as possible. Write a description about the most attractive person you know. Discuss (or list) the grooming practices that make her so. List with class the basic grooming duties as: Bathing Using deodorants Changing undergarments daily Wearing clean clothing Brushing teeth Caring for the hair Manicuring the nails Caring for the feet Polishing shoes Discuss the social aspect of good grooming. Written assignment: Explain the phrase "First impressions are lasting impressions." List ideas of what makes a good first impression. Panel discussion: How My Personal Appearance Affects My Everyday Living - At School, In the Community, Seeking a Job. Have a business person from the community to discuss the importance of good grooming.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Grooming means keeping yourself and your clothes neat and clean. Good grooming expresses both self-respect and consideration for others. Grooming is enhanced by a pleasing personality and the glow of good health. Personal appearance is enhanced by good grooming practices. Personal satisfaction and social acceptability are related to grooming.	Supplemenary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Dictionary Bulletin Board Magazines Resource Person Films & Filmstrips Good Grooming For Girls, Coronet As Other See You (FS McGraw-Hill) The Clean Look (Modern Talking Picture Service, Inc.) Clean As a Whistle (FS UAF)
One's appearance is often the first means of communicating with people.	

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To understand the relationship of health to an attractive appearance	Study and discuss health habits which affect appearance, such as poor posture, improper diet, weight control, elimination. Write a description of a healthy person. List health practices which indicate this. Have students check weight and compare with acceptable standards for their age, weight, and body build. Discuss body cleanliness and the reasons for bathing daily and using deodorants. Discuss the difference between a deodorant and an antiperspirant. Students report on the importance of diet and regular elimination. View filmstrip for discussion on care of the teeth. Invite dentist to explain the importance of regular dental care. Demonstrate the proper way to brush teeth. Study and discuss the effect of postures on health and appearance. With the help of the nurse analyze posture of class members, indentify and discuss common figure faults. Form a committee to locate pictures of exercises designed to improve posture. Seek aid of physical education teacher for a demonstration. Demonstrate good posture: standing, walking, sitting, going up and down stairs, picking up paper from the floor, carrying books and getting in and out of a car. Invite trained corsetiere to discuss the importance of foundation garments to health, posture, and future beauty. Class set up plans for improving own posture problems at home. Report to class on progress. Begin a posture campaign throughout school. Study and discuss the purpose of foundation garments (bra and girdle) the fit, selection and care.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Grooming is the result of forming good health habits. Neatness and cleanliness in both person and clothing is required for an attractive appearance. Personal living habits influence the way one looks. A clean body forms the basis for all good grooming. Following a daily and weekly grooming schedule aids in maintaining an attractive appearance. Well-cared-for hands and fingernails are essential to being well groomed. The regular use of some type of deodorant is necessary for one to be free from offensive odors. Rest, exercise, and good nutrition contribute to physical fitness and good health. Clean teeth contribute to an attractive appearance and assist in maintaining good health. The total picture of the individual is enhanced by good posture. Well-fitted foundation garments are contributing factors in developing good posture.	Supplemenary Texts Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Bulletin Board Magazines Formfit Company booklet "Ten Ways To Improve Your Figure" Dental charts and pictures Display of oral hygiene aids Display of deodorants and anti-perspirants A Fitting Guide For The Young Junior Figure, Seventeen Magazine Films Make The Most of Your Figure, Formfit Company Fit As a Fiddle (FS YAF) Facts About Your Figure, (MP)

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To devlop ability to analyze personal grooming habits and apply correct procedures	View and discuss filmstrip: To Beauty Or Not To Beauty Using the filmstrip and other discussions as a springboard, help the class to formulate an analysis or check list of their own personal appearance. Use the analysis chart as a basis for beginning a self improvement campaign. The class project might coincide with an all-school campaign on good grooming, stressing one point of grooming each day. Explain the meaning of a grooming aid. Help pupils in setting up a display of important grooming aids for the body, hair, hands, and nails, teeth, skin, etc. Stress the importance of having own grooming aids. Point out the dangers to health when articles, such as comb, lipstick, powder, etc. are shared. Discuss the phrase, "Beauty Is Only Skin Deep" Discuss the special care needed for the face as: Care for special skin types (oily, dry) Cleansing the face Skin blemishes (causes) Demonstrate the proper method to wash the face and use of creams. Invite school nurse to talk to the class on ways to improve the appearance of the skin. Set up display of cosmetics. Discuss and demonstrate suitable make-up for teens, care of the eyebrows. Discuss the use of perfume and the occasions when it is appropriate

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
To be attractive, one does not need to have natural beauty. Self-improvement may lead to peer group acceptance and status, adult approval, and personal satisfaction.	Supplementary Texts Clayton, Young Living, Bennett Oerke, Dress, Bennett Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Resource Person (Grooming Consultant) Magazines Display (Grooming aids for hands) Posters Resource Person (School Nurse) Film To Beauty or Not To Beauty, FS Coty
Cleanliness is essential for an attractive appearance and is important in treating skin problems. Skillfully applied make-up contributes to attractiveness.	

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To develop ability to analyse personal grooming and apply correct procedures, continued	Discuss hair styles and the appropriateness to various class members. Display hair styles suitable for teen-agers. Discuss reasons for selecting hair styles that are most becoming to facial types. Collect pictures of becoming hair styles from magazines. Study and discuss care of the hair: shampooing brushing setting treating scalp problems cleaning and care of comb and brush Invite beautician to demonstrate hair care and styling. Study and discuss care of the hands and nails. Begin effort to overcome the nail-biting habit. Exhibit grooming aids for the hands - lotions, emery boards, nail file, clipper, polishes, etc. Discuss and demonstrate the proper procedure to giving manicure. Students give each other manicure. Discuss hand mannerisms. Demonstrate attractive and unattractive use of hands.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
ne appearance of one's hair plays an important part in the over-all picture good grooming.	Other Materials 1. Teenaged? Have Acne? Winthrop Laboratories, New York 18, N.Y. 2. Hair Do's and Don'ts Winthrop Laboratories, New York 18, N.Y. 3. "Beauty Dairy" - Coets, Personal Products Products Co., Box 45, Milltown, N.J. 4. The Inside Story of a Lovely Complexion, Noxema Chemical Co., Baltimore, Maryland
Well-groomed hands and fingernails tract admiration.	

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of selecting becoming clothes	Discuss the importance of wearing clothes that are becomingly styled for the individual. Discuss and illustrate the meaning of good and poor design and color coordination. Students use fashion books to select a wardrobe for a junior-high girl to wear (work in groups of four) - for school - for church and social affairs - for sports (both active and spectator) - for housework or relaxation - Discuss and plan a basic wardrobe for junior high girls (How to mix and match). - Each student use sample plan as basis for setting up individual plan. Make note how plan differs from original - Discuss advantages of a wardrobe planned around a definite color scheme - How does one choose a basic color - Use fabric swatches to: demonstrate the effect of color on the individual, student make a list of her best colors - Have student wear their most becoming school outfit. Discuss why we like these clothes. - Discuss the family clothing dollar

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
A satisfactory wardrobe will include clothing and accessories that will serve many needs. With adequate care and interchangeable accessories, fewer outfits are needed. Color can change one's appearance and shape. Thoughtful planning allows one to be well-dressed on a limited income.	Supplementary Texts Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Fashion magazines Bulletin board Fabric swatches Films Clothes and You, Coronet Color In Your Clothes, (FS) McGraw-Hill The Right Clothes for You, (FS) McGraw-Hill Select Your Style, (FS) YAF

7TH GRADE
CLOTHING

Improving My Personal Appearance

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of caring for our clothes	Discussion: Why is caring for one's clothing important? List reasons. Discuss: Daily, weekly, and seasonal care for the wardrobe. Develop and use a check list in rating self on daily, weekly, seasonal care of personal clothing. Divide into committees to discuss, demonstrate, etc., the following: Care of closet and dresser drawers Care of accessories (gloves, hats, purses) Care of woolens Care of nylons (undergarments, hose) Removal of spots and stains Care of blouses Include a discussion on new products as cold water soap, etc. Drip-dry fabrics. List items needed for mending in a sewing basket. Organize a small mending kit for purse or locker. Discuss: How will habit of repairing clothing promptly produce a well-groomed appearance? Discuss and show various aids used to keep clothes neat and attractive: Shoe trees Coat hangers (wire, wooden, padded) Garment bags Clothes brushes, etc.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Clothes which have the proper care will last longer.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Magazines Film Care of Your Clothes, FS McGraw-Hill

7TH GRADE
CLOTHING

Learning To Sew

OBJECTIVES	LEARNING EXPERIENCES
To gain a knowledge of the names and uses of small sewing equipment	Discuss the meaning of the terms notions and findings. A labeled display of equipment used in the clothing laboratory. Discussion of the following: 1. Quality and function of sewing equipment 2. Safety precautions 3. Care of sewing equipment 4. Storage of sewing equipment 5. Marking individual equipment Demonstrate: How to hold and use pieces of equipment. Students: 1. Practice holding and using equipment 2. Examine spools of thread for size and number Decide cooperatively the sewing equipment needed for individual sewing boxes. Display quality pressing equipment. Demonstrate proper use and care of pressing equipment. Discuss the difference between ironing and pressing. Demonstrate the correct pressing technique. Display a garment which was poorly pressed during construction and one which was pressed correctly at each step of construction. Help students to note the difference in the final appearance.
To develop some understanding of how to use and care for pressing equipment	

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
A knowledge of new terms results in increased understanding. There is an appropriate name and use for each piece of sewing equipment. Sewing equipment of good quality is durable and aids in efficient sewing. The correct handling of sewing equipment lessens the chance of accidents. The correct method of using sewing equipment contributes to efficiency of sewing.	Supplementary Text Carson, How You Look and Dress, McGraw-Hill Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Display sewing tools Film Sewing Equipment , FS McGraw-Hill
The appropriate equipment is needed to do a good job of pressing. Proper care of pressing equipment results in its giving longer use and greater satisfaction. Good pressing at each step of construction is important to the final appearance of the garment.	Supplementary Text Carson, How You Look and Dress McGraw-Hill Barclay, Teen Guide to Homemaking McGraw-Hill Other Materials Pressing equipment

Learning To Sew

OBJECTIVES	LEARNING EXPERIENCES
To gain an understanding of the names and the functions of the principal parts of the sewing machine	Study references to identify the parts of the sewing machine. Take small groups to the machine. Identify the parts. Demonstrate and discuss the function of each part used in threading the machine. Discuss: Difficulties encountered by students when using machine Safety precautions Care of the machine (Demonstrate cleaning and oiling) Correct posture at machine Demonstrate the operation of the machine. Students practice correct sewing machine technique. Students complete machine study test.
To understand the factors to be considered in selecting fabric	Display samples of different kinds and types of fabric. Discuss factors to consider in fabric selection. Demonstrate the effect of design and color on the individual. Discuss basic vocabulary.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Knowing the names of the parts of the sewing machine aids in more intelligent discussion about the machine. Understanding the functions of the parts of the sewing machine aids in adjusting the machine correctly. Proper use increases the service one can expect from the sewing machine. Proficiency in sewing is dependent upon using the correct techniques of operating the sewing machine. Skill results from continual practice of good techniques.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Singer Student Manual, Singer Films Machine Sewing, FS, Singer
The fabric selected depends upon the style of the garment. The quality of the fabric will affect the wearing qualities of the garment. The cost of a fabric will not always indicate quality. Patterned fabrics should be scaled to the size of the wearer. Colors selected should be coordinated with the present wardrobe. The design and color of the fabric should be suitable for the individual. A knowledge of fabric terms results in increased understanding.	Supplementary Text Carson, How You Look and Dress, McGraw-Hill Other Materials Fabric swatches (cotton) Dictionary of Terms (Simplicity) Films Material for Clothing, EBF How Cloth Is Made, EBF

7TH GRADE
CLOTHING

Learning To Sew

OBJECTIVES	LEARNING EXPERIENCES
To gain some ability in construction techniques appropriate for the ability of the student	Complete clothing experiences questionnaire. Display and discuss projects and fabrics: 1. Apron 2. Skirt (4-gore, gathered, or pleated) 3. Simple blouse (cap sleeve or sleeveless) or Vest or Jerkin (sleeveless) Complete shopping list.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
To recognize individual ability is essential when preparing for a clothing construction project. When learning to sew, it is best to start with something simple. Projects should be chosen that will utilize present ability and provide for new learning experiences. A basic knowledge of terms used in clothing construction results in increased learning. The unit method of construction provides an organized plan for working. Good management practices result in a savings of time and energy. Grain perfection is the basis for good fit and appearance in a garment. Quality workmanship results from adhering to high standards.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Other Material Pattern Learning To Sew Series, Simplicity Clothing Construction Series, McCall's Samples of construction processes Films Sew Easy, MP Series ALM Sewing, MP-EBF

7TH GRADE
CLOTHING

Making and Keeping Friends

OBJECTIVES	LEARNING EXPERIENCES
To understand the importance of friendship with one's peers, family members, and other adults	Discuss: What is a friend? The importance of being likeable and of having friends. List desirable characteristics of a good friend. Develop a check list for self evaluation. Check one's own qualifications for being a friend. Make a list of do's and don'ts for making and keeping friends Prepare a short skit to demonstrate the undesirable qualities and characteristics of the following: Loud Lizzie — Gertie Gossop Rude Ruthie — Flitting Flora Sloppy Sally — Primping Polly Temper Tantrum Trudy Boy Crazy Betty (do not use the names of class members) Have question box in which students turn in problems concerning getting along with others Set up a panel of class members to discuss problems to arrive at solutions Discuss one's role as a family member List responsibilities of family members Suggest ways of assuming your share of responsibility for 1. Getting along with parents 2. Getting along with other adults in family 3. Getting along with brothers and sisters 4. Helping with household tasks 5. Having fun with the family Discuss: 1. Habit of borrowing from your family members 2. Sharing with family members (bedroom) 3. Infringing upon the privacy of others Write a theme on what contributes to the home make life more harmonious

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
A good friend has many desirable characteristics.	Supplementary Texts Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett
A good friend may have some undesirable characteristics which one may tactfully help her overcome.	Other Materials Bulletin Board Magazines
A good family member assumes a fair share of the total responsibilities.	Films and Filmstrips Making Friends is Easy, FS, McGraw-Hill
Each member of the family contributes to the happiness of others in the family.	Parents Are People Too, FS, McGraw-Hill Your Family and You, FS, Handy Getting Along With Brothers and Sisters, FS, McGraw-Hill Friendship Begins at Home, Coronet
Working together can be as much fun as playing together.	

7TH GRADE
CLOTHING

Making and Keeping Friends

OBJECTIVES	LEARNING EXPERIENCES
Understanding the importance of developing good manners	Pretest: Manners for teens - to determine need for improvement. Discuss: Are manners important? Analyze and discuss pictures which show problems of good and poor manners in various situations. Divide into committees - report on courtesy and etiquette for different occasions: 1. At school, on the street, at home 2. On the telephone 3. Making introductions 4. As a guest in a friend's home 5. Eating out 6. As a hostess 7. Writing invitations 8. Carrying on a conversation Students make a scrapbook showing good and bad manners and clippings on etiquette. Committee prepare skits on manners in different situations. Conduct a courtesy campaign throughout school. Have pupils make special efforts to be courteous and considerate to their family and friends without letting them know it is an assignment. At the end of the week, write out the reactions of family and friends to their efforts.

7TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
The basis of good manners is consideration for others. Good manners become natural with practice. Using good manners helps one to feel at ease with others. The ability to converse helps one to make and keep friends.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Bulletin board Films Etiquette Series, FS, McGraw-Hill Introductions, EBF

8TH GRADE
CLOTHING

Developing Personal and Social Awareness

OBJECTIVES	LEARNING EXPERIENCES
To understand the factors which contribute to personality development.	Use film on personality and character building as a springboard for discussion of: "What is personality?" What factors influence personality development (heredity, environment, etc.) Read accounts of the lives of famous or well-known men and women to determine the characteristics which helped them to become admired. Match these with leaders in own community. Discuss desirable and undesirable personality traits. Use characters seen in movies and on television. Discuss ways in which organizations, as Girl Scouts, help in developing desirable personality traits. Formulate a personality check list. Use it to rate self and others. Plan for self-improvement. Write a paper on: "The Most Interesting Person I Know," using your knowledge of personality traits that make him or her so. From the social aspect, discuss the advantage of a pleasing personality. Consider: Family relationships Relationships outside of home 1. Other adults 2. Peer group (girl or boy friends) Interview parents and other adults to determine those qualities and traits they admire in young people. Girls list qualities and traits they admire in boys; boys list qualities and traits they admire in girls. Provide a question box for discussion of boy-girl relationships (teen-age dating). List ways to develop characteristics that are socially acceptable as: punctuality control of temper patience Have a tea for mothers. Girls can put into practice principles learned in personality development.

8TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
An understanding of oneself contributes to the development of a socially effective personality. Personality development is influenced by one's environment. Agreeability and consideration are traits which help one to get along easily with others. To get along with the group requires that one "gives as well as takes." Girls as well as boys have a strong desire to win the approval of those about them.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Clayton, Young Living, Bennett Other Materials Bulletin board Magazines Films and Filmstrips Beginning to Date, EBF Are You Popular? Coronet Psychology For Living Series, McGraw-Hill

8TH GRADE
CLOTHING

Making and Repairing My Clothes

OBJECTIVES	LEARNING EXPERIENCES
To develop ability to use and care for sewing equipment more efficiently	Pre-test to determine students' basic knowledge of sewing equipment. Display quality sewing equipment (no labels). Have students discuss the name and use of each piece. Students check own sewing supplies to determine which pieces of equipment need to be added or replaced. Review and discuss: 1. Function of sewing equipment 2. Marking individual equipment 3. Storage of individual and class equipment 4. Care of equipment 5. Safety precautions 6. Good management practices Review and practice the correct way to use sewing equipment.
To develop some skill in the use and care of the sewing machine	Pre-test: Practical test to include 1. Threading 2. Stitching Review and discuss: 1. Correct sewing machine techniques 2. Common machine difficulties 3. Care of the sewing machine 4. Management of time while at the sewing machine (Unit Sewing) 5. Simple machine attachments as zipper and buttonhole attachments 6. Safety precautions at the sewing machine 7. Sharing sewing machines 8. Posture

8TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Quality sewing equipment aids in efficient sewing. Time and energy is saved by using quality sewing equipment.	Supplementary Texts Barclay, Teen Guide to Homemaking, McGraw-Hill Lewis, Bowers, Kettunen, Clothing Construction and Wardrobe Planning, Macmillan Other Materials Display of Sewing Tools
The proper care of sewing equipment results in longer use and greater satisfaction.	Film Tools For Sewing, FS, McGraw-Hill
The quality of sewing is improved by practice in the correct handling of sewing tools.	
To use the sewing machine efficiently requires a basic knowledge of its operation. Skill results from continual practice of good techniques. Developing good work habits from the start results in the saving of time and energy. The quality of construction is improved by the intelligent care and use of the sewing machine. Machine stitching is more secure when the machine is adjusted to provide even tension.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Singer Machine Wall Charts, Singer Singer Series of Student Manuals, Singer Films A Tale of Two Seams, Singer Machine Sewing, Singer

8TH GRADE
CLOTHING

Making and Repairing My Clothes

OBJECTIVES	LEARNING EXPERIENCES
To develop desirable standards of good management	Discuss: Meaning and importance of good management. Review good management practices desirable in the clothing laboratory. Discuss and set up a plan for sharing responsibilities in the clothing laboratory.
To develop ability to select pattern and fabric that is appropriate for a particular project	Complete clothing-experience questionnaire. Students relate previous sewing experience outside of school as: (Singer Course, 4H, home) Display and discuss projects: 1. Jumper with waistline seam 2. Shift-type dress 3. Pajamas Bulletin board display of patterns suitable for projects. Discuss reasons why it is important to select patterns in keeping with one's sewing ability. Review the following: 1. Pattern types for figure types 2. Taking body measurements 3. Pattern vs ready-to-wear sizes 4. Information on the pattern envelope, guide, and pattern pieces Display and discuss fabrics suitable for project (name, width, approximate cost.) Review factors to be considered in making fabric selections. Review basic fabric terms; how fabric is made; difference between natural and synthetic or man-made fibers. Students proceed to do the following: 1. Take measurements 2. Select pattern size and type 3. Determine amount of fabric needed 4. Complete shopping list Role-play: The buying of fabric at the store...(student and clerk)

8TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Good management practices add to the enjoyment of sewing. Time and energy is saved when all share in routine tasks. Knowing what to do and how to do it helps one to use time, energy, and laboratory equipment more wisely.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials
It is essential to recognize individual ability when planning a sewing construction project. Buying the correct type and size of pattern is essential to good fit. Patterns should be chosen according to the ability of the student. Patterns are designed and proportioned for figure types as well as size. Pattern sizes are determined by body measurements.	Supplementary Texts Carson, How You Look and Dress, McGraw-Hill Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Simplicity Series on the Pattern Simplicity Dictionary of Terms Films

8TH GRADE
CLOTHING

Making and Repairing My Clothes

OBJECTIVES	LEARNING EXPERIENCES
To gain increased ability in construction techniques	Review procedure for beginning projects.
To develop ability to make simple repairs and alterations on one's clothing	Discuss reasons for repairing and altering clothing. Demonstrate and discuss ways to adjust ready-to-wear garments to fit the individual. Discuss ways to prevent damage to clothing. List suggestions for simple repairs and alteration problems: Hems (shorten - lengthen) Underarm sleeve seams Replace zipper Demonstrate and show examples of ways to mend garments. Demonstrate how to mend with commercial mending tape as Bondex. Students take inventory of wardrobes and bring in at least three different mending or alteration problems.

8TH GRADE
CLOTHING

GENERALIZATIONS	TEACHING MATERIALS
Continuous and repeated learning develops skill and accuracy in sewing. Constructing garments can be an enjoyable and satisfying experience. A well-made garment is securely and neatly sewn, is grain perfect, and is becomingly fitted to the body.	Supplementary Text Barclay, Teen Guide to Homemaking, McGraw-Hill Other Materials Series on Clothing Construction, McCall's and Simplicity Samples of construction processes Films Young America Film Series Advance Seams Characteristics and Handling Materials Fitting a Pattern Fundamentals Pattern Interpretations Simple Seams Slide Fasteners Sewing Room, Film Series, Allen Moore, color
Repairing clothes makes them look better and last longer over a period of time. Checking garments frequently for probable repairs will save hasty, temporary repairs.	Supplementary Texts Barclay, Teen Guide to Homemaking, McGraw-Hill Carson, How You Look and Dress, McGraw-Hill Other Material Films

R E S O U R C E S

Texts

Bennett, Inc., Charles A., 237 North Monroe Street, Peoria, Illinois
Heath & Co., D. C., 285 Madison Avenue, Boston 16, Mass.
Lippincott Company, J. B., 333 West Lake St., Chicago, Illinois 60606
McGraw-Hill Book Company, Inc., 330 W. 42nd St., New York 10036
Macmillan Company, The, 60 Fifth Avenue, New York, N.Y. 10011
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07631

Other Materials

American Cyanamid Company, Wallingsford, Conn.
American Institute of Baking, 400 E. Ontario St., Chicago 4, Illinois
Jane Ashley, Home Service Dept., Corn Products Co., 718 5th Ave., New York, N.Y. 10022
Betty Crocker (see General Mills)
Burgess Publishing Co., 426 So. 6th Street, Minneapolis 15, Minnesota
California Prune Advisory Board, 30 E. 40th Street, New York, N.Y. 10016
Carnation Milk Company, Home Service Department, Los Angeles, California
Coety Personal Products Company, Box 45, Milltown, New Jersey
Formfit Company, 400 South Prairie Street, Chicago, Illinois 60607
General Foods Corporation, White Plains, New York
General Mills, Minneapolis 1, Minnesota (Betty Crocker)
Gorham Silversmiths, 111 N. Wabash, Chicago, Illinois
Indiana State Board of Health, 133 West Michigan, Indianapolis, Indiana
Kansas Wheat Commission, Hutchinson, Kansas
Kellog Company, Home Service Department, Battle Creek, Michigan
Kraft Kitchens, 500 Peshtigo Court, Chicago, Illinois
Libby McNeill, Libby, 200 S. Michigan, Chicago, Illinois
McCall's Patterns, School Service Division, 230 Park Avenue, New York, N.Y. 10017
Maltex Company, Division of Heublein Company, Burlington, Vermont
Martha Logan (Swift and Company), Dept. ML, Box 2021, Chicago, Illinois 60609
Melmac (American Cyanamid Company) Wallingsford, Conn.
Michigan State University, Bureau of Educ. Research, College of Educ., East Lansing, Mich.
National Canners Association, 1133 20th Street, N.W., Washington D. C. 20006
National Dairy Council, 111 North Canal, Chicago, Illinois 60606
Nixema Chemical Co., Baltimore, Maryland
Owens-Illinois Glass Corporation, Dept. P-9, Toledo 1, Ohio
Parents Magazine, 6 North Michigan Avenue, Chicago, Illinois
Pet Milk Company, Arcade Building, St. Louis, 66, Missouri
Poultry & Egg National Board, 8 South Michigan Avenue, Chicago, Illinois 60603
Rand McNally & Company, Box 7600, Chicago, Illinois 60680
Seventeen Magazine, 320 Park Avenue, New York, N.Y. 10022
Simplicity Pattern Company, Inc., 200 Madison Avenue, New York, N.Y. 10016
Stokely-Van Camp, Inc., 941 North Meridian, Indianapolis 6, Indiana
Swift & Company, Dept. ML, Box 2021, Chicago, Illinois 60609
U.S. Dept. of Health, Education, and Welfare, Washington, D.C.
Wheat Flour Institute, 309 W. Jackson Blvd., Chicago, Illinois 60606
Winthrop Laboratories, 1450 Broadway, New York, N.Y. 10018

Films and Filmstrips

Allen Moore Productions, Inc., 7936 Santa Monica Blvd, Hollywood 46, California
Almanac Films, Inc., 516 Fifth Avenue, New York, N.Y. 10036
American Dairy Association, 20 N. Wacker Drive, Chicago, Illinois 60606
Association Films, 347 Madison Avenue, New York, N.Y. 10017
Betty Crocker Film Library, 9200 Wyzata Blvd., Minneapolis, Minnesota
Coronet Instruction Films, 65 E. South Water Street, Chicago, Illinois 60601
Coty, Inc., Education Department, 423 W. 55th St., New York, N.Y. 10019
Current Affiars Films, 527 Madison Avenue, Suite 409, New York, N.Y. 10022
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois
General Foods, White Plains, New York (Pathescope Productions)
Jim Handy Organization, 2921 East Grand Blvd., Detroit 11, Michigan
McCall's Patterns, 230 Park Avenue, New York, N.Y. 10017
McGraw-Hill Book Co., Inc., Text-Film Dept., 330 W. 42nd Street, New York 36, N.Y.
Modern Talking Picture Service, Inc., 45 Rockerfeller Plaza, New York, N.Y. 10020
Pathescope Productions, General Foods Corp., 250 North Street, White Plains, N.Y.
Reynolds Metals Company, 410 N. Michigan, Chicago, Illinois 60611
Singer Sewing Machine Company, 328 So. State Street, Chicago, Illinois 60604
Young American Films, 18 East 41st Street, New York, N.Y. 10017